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ABSTRACT

Right to Read, a national effort to develop and improve the reading skills of all citizens, promotes the cooperative involvement of all segments of society, both public and private, in the achievement of this overall objective. This report details the development and implementation of each component of the National Reading Improvement Program during fiscal year 1976. It also summarizes the achievements of the overall Right to Read effort in its approach to meeting the literacy needs of the nation. Appendixes include copies of Title VII legislation and an order form for Right to Read publications. (Author/AA)

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Annual Report

The Right to Read

Fiscal Year 1976

Independence Through Literacy

CS 003 264

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HEW Publication No. (OE) 76-00109

Annual Report

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Fiscal Year 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, *Secretary*
Virginia Y. Trotter, *Assistant Secretary for Education*
Office of Education
T.H. Bell, *Commissioner*

AUGUST 1976

WASHINGTON, D.C. : 1976

FOREWORD

Right to Read, a national effort to develop and improve the reading skills of all citizens, promotes the cooperative involvement of all segments of society, both public and private, in the achievement of this overall objective. The development of such basic literacy skills on the part of each citizen is essential to functioning effectively in today's world.

Initial funding of the Right to Read Effort was carried out under the authority of the Cooperative Research Act. In fiscal year 1975, title VII of Public Law 93-380 provided specific authorization for reading through the establishment of the National Reading Improvement Program, and this authority was expanded by amendment in December 1975 under the provisions of Public Law 94-194. The latter amendment elaborated six basic programmatic components within title VII.

The report which follows details the development and implementation of each component of the National Reading Improvement Program during fiscal year 1976. It also summarizes the achievements of the overall Right to Read Effort in its synergistic approach to meeting the literacy needs of the Nation.

Charles D. Shipman
Acting Director
Right to Read Effort

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CHAPTER I

INTRODUCTION

Fiscal year 1976 has been a significant year in the history of the national Right to Read Effort. Much of that significance relates to the expansion and implementation of the National Reading Improvement Program, Title VII, Public Law 93-380 as amended by Public Law 94-194.

After the amendments to title VII were passed in December 1975, a special task force was named to reassess the mission and strategy of the national Right to Read Effort with reference to the implementation of the National Reading Improvement Program. This task force has redefined the basic mission of the national effort, developed an overall strategy for the program and has outlined a coordinated plan for implementing the components of the National Reading Improvement Program.

The funding of Right to Read, previously at the $12-million level, has been increased through two additional Congressional appropriations to $23.8 million. This increased funding of nearly 100 percent in fiscal year 1976 permits a 114 percent increase in the number of grants awarded this year. Seventy percent of the grantees are new to the program. Nineteen reading academies and 51 state leadership and training programs are continuations. The State leadership and training program continues to provide continuity to the overall effort within each State. The synergistic approach for providing a solution to the problem of illiteracy focuses on the leadership provided by the State education agency in stimulating and facilitating a cooperative effort on the part of the tax-supported and private sector agencies of the State in utilizing financial resources and human expertise in a coordinated thrust to meet the literacy needs of the citizens of the State.

Major achievements have been made during the year in bringing about this coordinated effort involving the State education agency (SEA), the local education agencies (LEA's), and the State-supported teacher preparation institutions (TPI's). In addition, many private sector agencies, including those preparing teachers, have been actively involved in many ways.

Title VII also provides for funding innovative preschool and elementary school reading programs. The preschool component is new to the Right to Read thrust. Both of these programs are based on the diagnostic/prescriptive approach to reading instruction and place emphasis on early prevention of reading difficulties and the achievement of developmental objectives. A major emphasis is placed on staff development and on meeting the individual needs of all children.

The reading academies serve in- and out-of-school youth and adults who do not have other access to reading instruction. This program depends heavily on the services of trained volunteer tutors to provide the reading instruction in the branch or satellite academies. The central academy recruits

students, trains tutors, and provides the needed logistical support for instruction which is frequently provided on an individualized basis.

An experimental component of title VII is the Special Emphasis Program designed to measure the effectiveness of reading specialists providing reading instruction for first- and second-grade children for a period of time each day. The results of this method of instruction will be compared with the reading achievement of children where the instruction is provided solely by classroom teachers. A carefully designed evaluation program is being carried out in cooperation with the Office of Planning, Budget, and Evaluation.

The National Impact Program was added to title VII through the amendments of Public Law 94-194. This component of the program permits the development and dissemination of projects which show promise of impacting significantly on the reading deficiencies of the Nation. These projects, described elsewhere in the report, are provided for on a contractual basis and will include a number of needed projects for supplementing the other program components of title VII.

Another component added to the Right to Read Program through the Amendments of December 1975 is the Inexpensive Book Distribution Program. This component, intended as a motivational effort for children, calls for the awarding of a contract for the development of such a motivational program and for the dissemination of books to children on a no cost, loan, or reduced cost basis. The program enlists the private sector of society in both the provision and dissemination of books and materials on reading.

A continual effort is being made throughout the Nation to achieve an awareness and an active involvement on the part of private sector agencies, which have much to offer in terms of support and services in the quest for bringing literacy to all citizens.

The achievements in Right to Read this year are the result of the combined efforts of a great many people. To the contributions made by thousands of coworkers across the United States, we must add those of the diligent staff members of the national Right to Read office, personnel from the U.S. Office of Education (OE), the Office of the Secretary of Health, Education, and Welfare (HEW), the Administration, and the U.S. Congress.

As we look toward the full implementation of the National Reading Improvement Program, there is a need for amendments of title VII which would provide for instructional experiences in reading for inschool secondary students and provisions for a more responsible involvement of teacher preparation institutions in preservice and staff development programs and in teacher certification.

The Right to Read Effort has the potential for bringing all of the appropriate economic and human resources within a State to bear in a fully coordinated thrust toward achieving a solution to an age-old problem. For

millions of Americans, the solution to that problem is essential to the fulfillment of one's human potential and for the basic achievement of success in a free society.

CHAPTER II

A STATEMENT OF MISSION AND STRATEGY

Right to Read is a national effort for developing and improving the reading skills of all citizens, enabling each to function effectively in our society.

It is both a legislated program and a coordinated national endeavor for promoting the involvement of all segments of society, both public and private, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively.

In pursuing its goal, Right to Read:

- encourages the established educational agencies within a State to exert a coordinated and cooperative effort to solve the literacy problem through the efficient usage of the economic and human resources available within the State

- recommends a systematic process for assessing literacy needs and for developing and implementing programs to meet those needs

- provides financial assistance to local educational and non-profit organizations for instructional programs and to State agencies for leadership and training activities

- identifies and disseminates pertinent and useful information relative to effective reading techniques, materials, instructional approaches, and organizational designs

- provides technical assistance in planning and implementing instructional and staff development programs

- enlists the involvement and support of the private sector and of governmental agencies for activities which impact on literacy needs

Within the Right to Read Effort, the major programmatic activity is to administer title VII, Public Law 93-380, as amended by Public Law 94-194, which includes the following components:

- State Leadership and Training Programs--to provide training for local Right to Read administrators and to exert leadership in achieving a solution to the literacy problem of the State through a coordinated and cooperative effort of the educational agencies of the State

- Reading Improvement Projects--to develop and implement innovative reading programs for preschool and elementary

children

- Special Emphasis Projects--to determine the effectiveness of reading instruction provided by reading specialists in the classroom setting

- Reading Academies--to provide appropriate reading instruction for inschool and out-of-school youth and adults who otherwise do not have access to such instruction

- National Impact Efforts--to develop and disseminate innovative projects which show promise of impacting significantly on the reading deficiencies of the Nation

- Inexpensive Book Distribution Program--to provide motivation in reading through the distribution of books to students as gifts, on loan, or at a nominal cost

CHAPTER III

ORGANIZATIONAL AND OPERATIONAL STRUCTURES

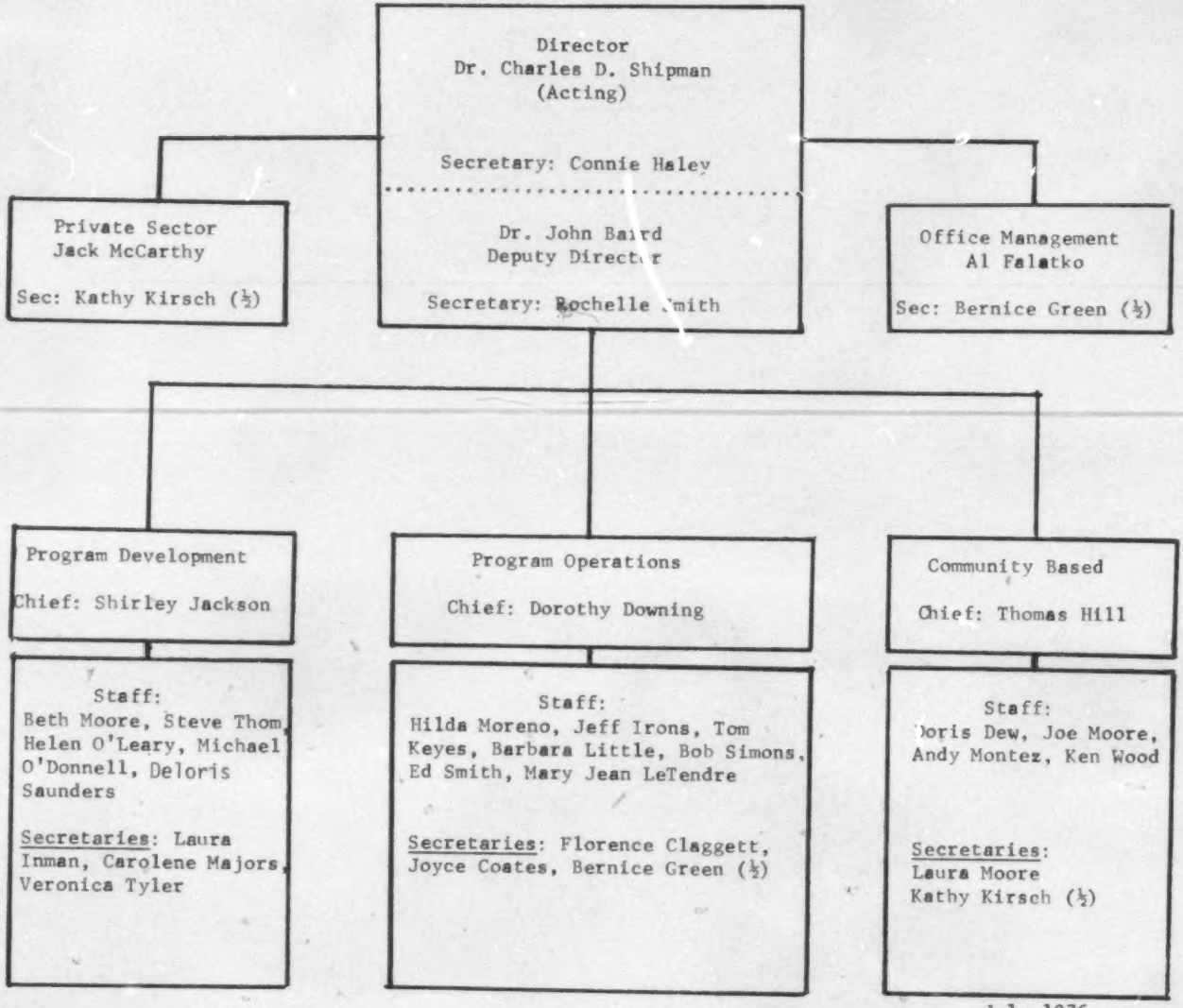
The following three pages include diagrammatic structures depicting the administrative organization of the national Right to Read office, the operational concept employed in management, and the organizational structure for implementing the programmatic components of the national effort.

The administrative flow chart shows a structure of three branches and the Office of the Director as the four major administrative units making up the national effort. The staffing of the national office includes 19 permanent professional staff personnel, 3 technical assistants on temporary assignment, 8 permanent secretaries, and 2 temporary secretaries. The expanded program and the increased budget allocations have created the need for an extensive increase in staffing.

The operational flow chart denotes the active working relationships of the three branches and the Office of the Director. Emphasis is placed on a coordinated interchange of ideas and supportive efforts of the four units in the achievement of a common objective.

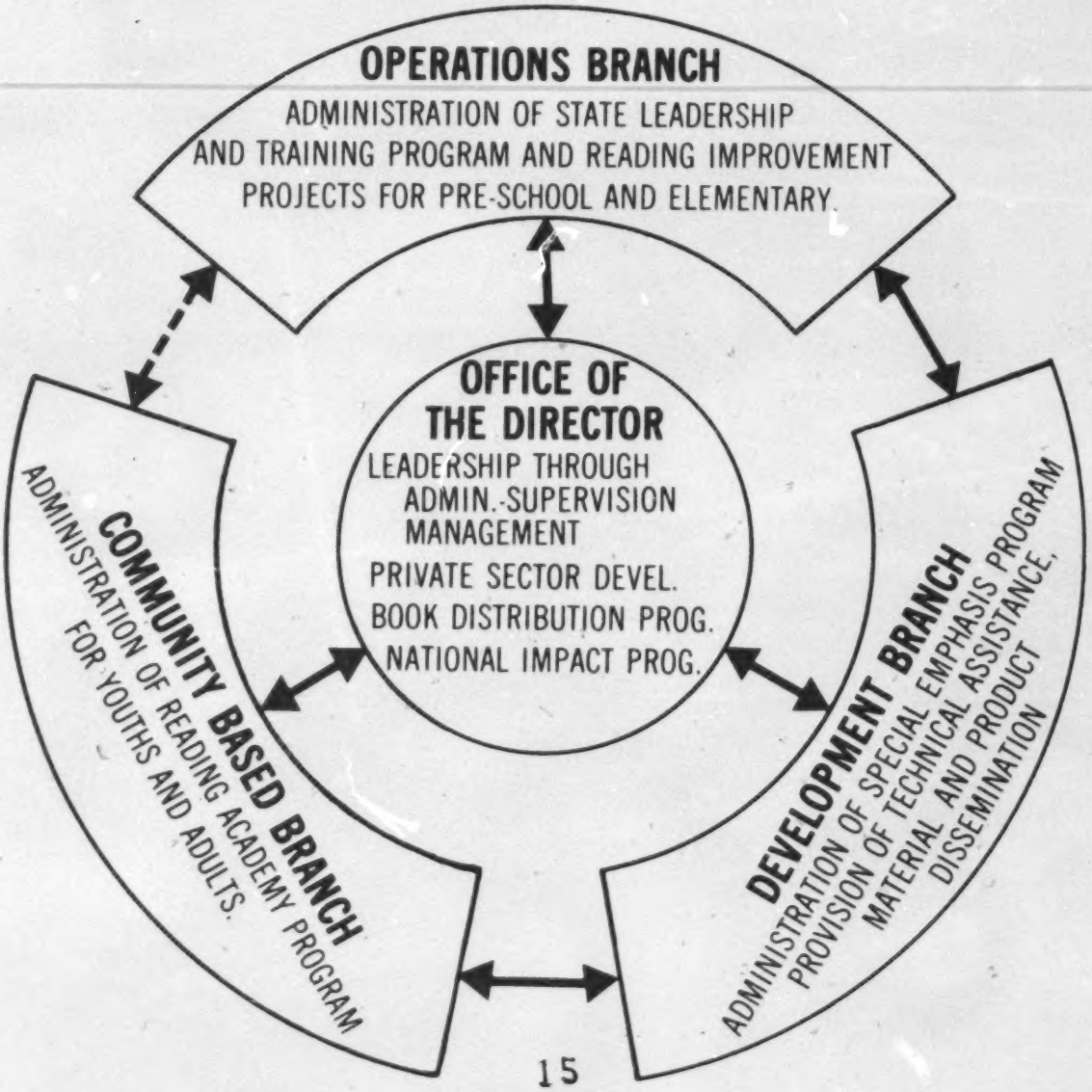
The programmatic flow chart portrays all components of the total Right to Read Effort and the decisionmaking process from the individual learner to the national director.

NATIONAL RIGHT TO READ EFFORT
ADMINISTRATIVE FLOW CHART



July 1976

OFFICE OF EDUCATION
THE NATIONAL RIGHT TO READ EFFORT
OPERATIONAL FLOW CHART
OF THE NATIONAL OFFICE


OPERATIONS BRANCH
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OFFICE OF THE DIRECTOR
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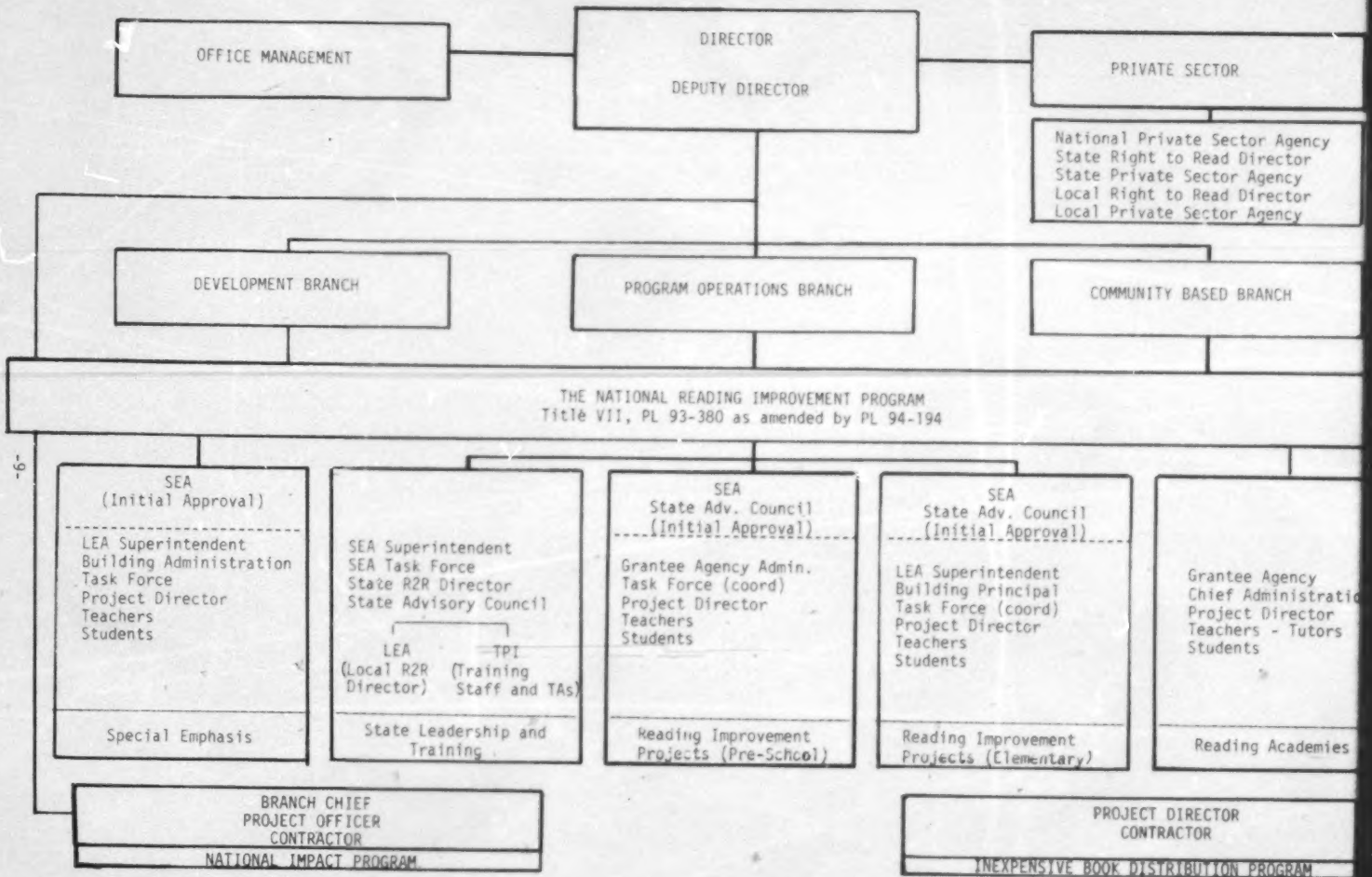
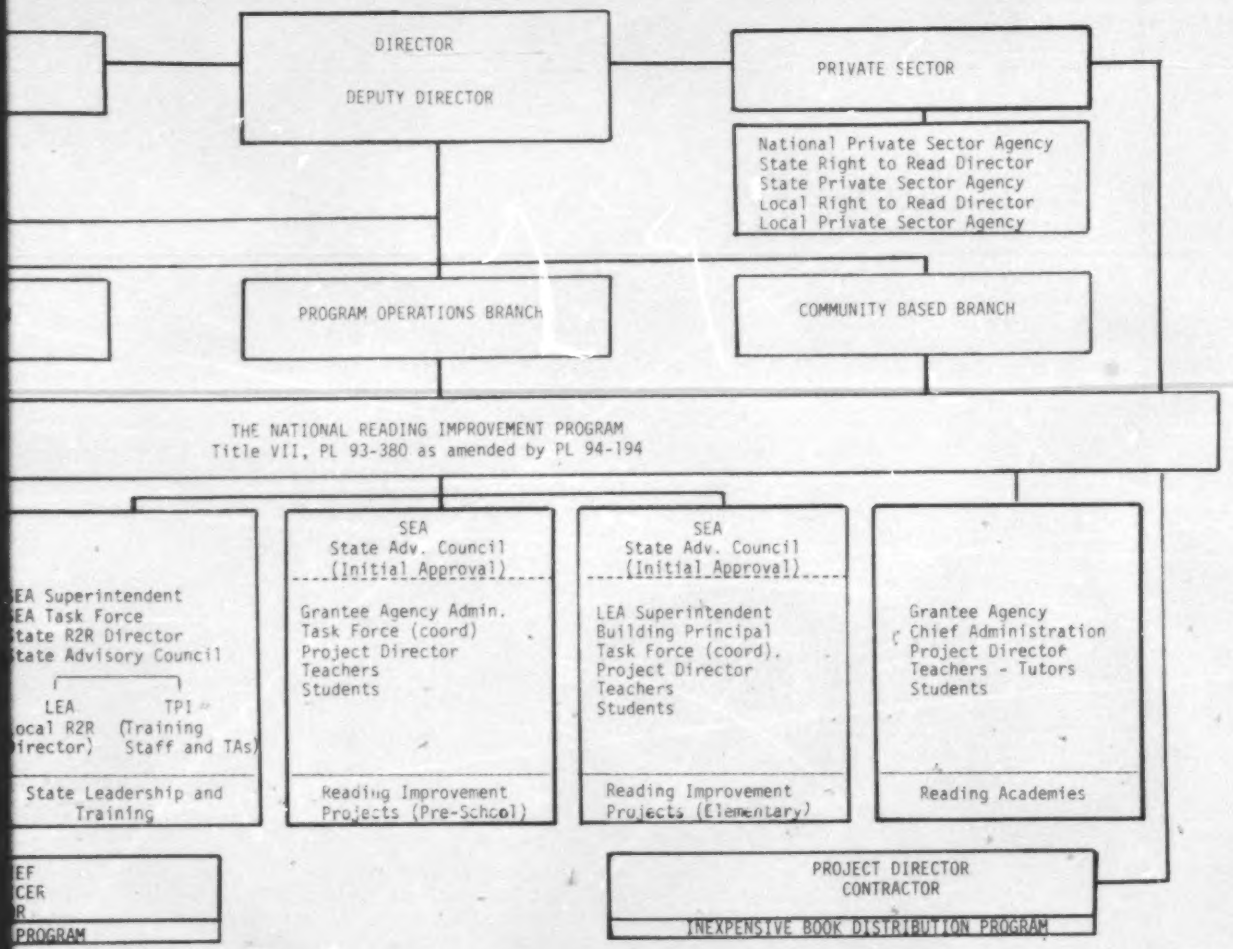
PRIVATE SECTOR DEVEL.
BOOK DISTRIBUTION PROG.
NATIONAL IMPACT PROG.
COMMUNITY BASED BRANCH
ADMINISTRATION OF READING ACADEMY PROGRAM FOR YOUTHS AND ADULTS.
DEVELOPMENT BRANCH
ADMINISTRATION OF SPECIAL EMPHASIS PROGRAM
PROVISION OF TECHNICAL ASSISTANCE, MATERIAL AND PRODUCT DISSEMINATION

NATIONAL RIGHT TO READ EFFORT PROGRAMMATIC FLOW CHART



CODE: SEA - State Education Agency LEA - Local Education Agency TPI - Teacher Preparation Institutio

NATIONAL RIGHT TO READ EFFORT PROGRAMMATIC FLOW CHART



Agency

LEA - Local Education Agency

TPI - Teacher Preparation Institution

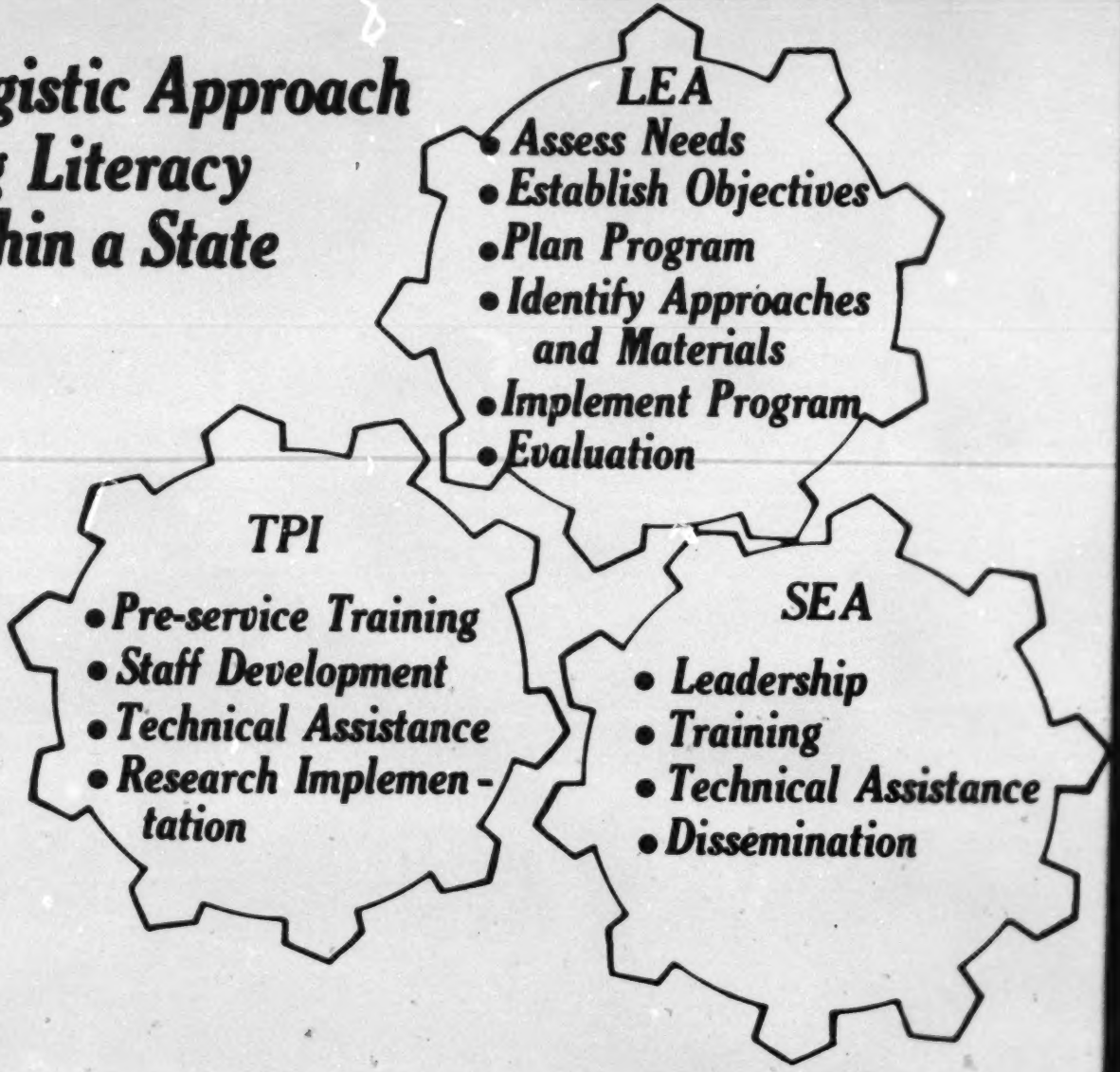
The Synergistic Approach To Providing for the Literacy Needs of All Citizens of a State

Right to Read has as its overall objective the development and improvement of literacy skills for all citizens of the Nation. Over 20 million adults in the United States do not possess the literacy competencies needed to function effectively in our society. In addition, several million children and youth have severe reading problems.

Illiteracy is a problem of national scope. It is common to every State and to most localities. One of Right to Read's major objectives in helping to resolve this problem is that of serving as a catalyst in stimulating and facilitating a synergistic approach on the part of the major tax-supported educational agencies of the State. Such an approach focuses on the leadership provided by the State education agency in stimulating and facilitating a cooperative effort on the part of the local education agencies, the teacher preparation institutions, and the State education agency in utilizing the State's financial resources and human expertise in a coordinated thrust to meet the literacy needs of all the citizens of the State. Added to this effort should be the active involvement of many private sector agencies.

The next two pages illustrate the kind of cooperative involvement these three major educational agencies of the State might have as well as the identification of role and responsibility potential.

The Synergistic Approach to Meeting Literacy Needs Within a State



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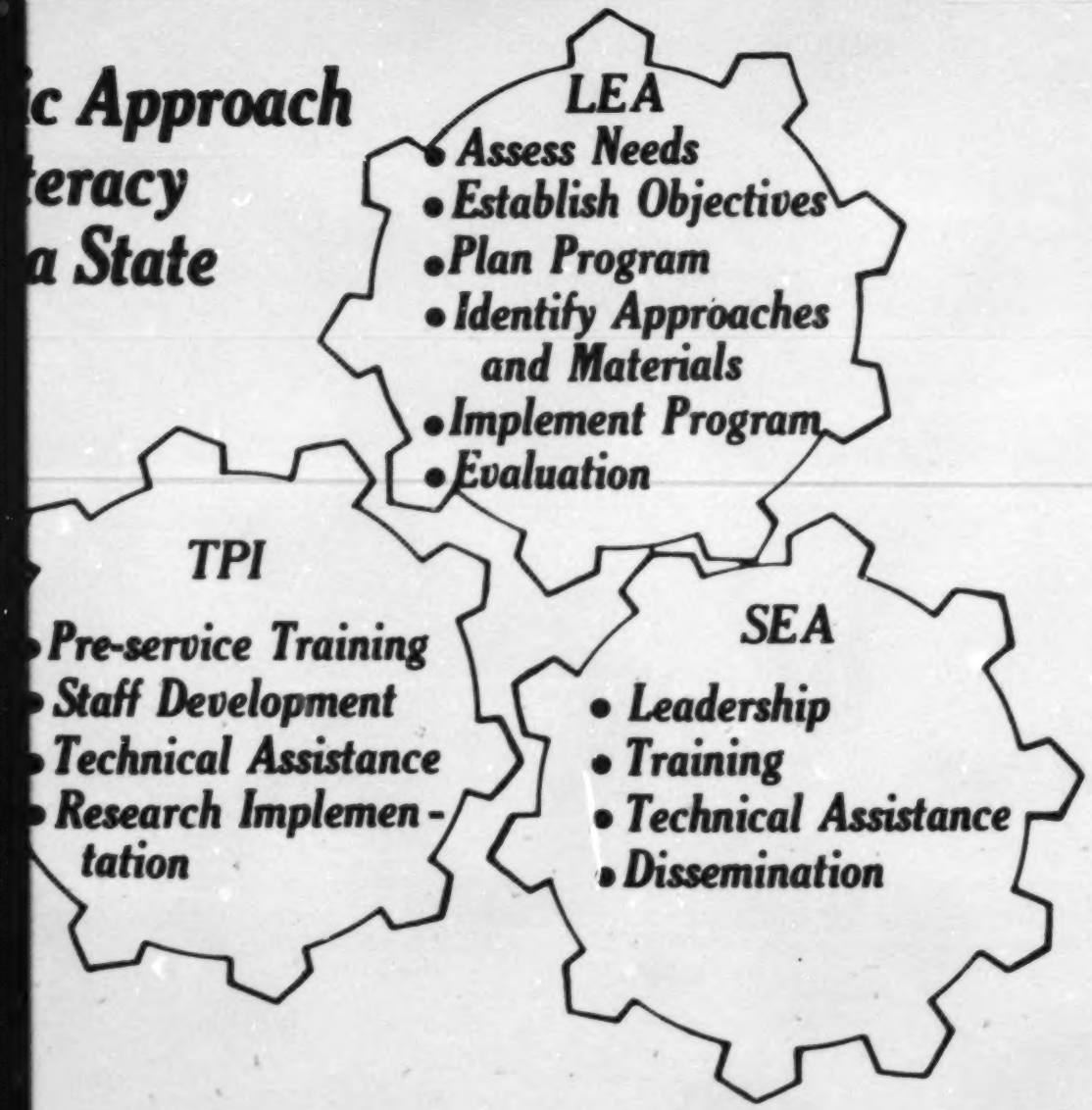

The National Right to Read Effort--A Synergistic Approach

A cooperative thrust for providing for the literacy needs of the citizens of the State could be achieved through a coordinated utilization of the economic resources and human expertise provided by the three major State-supported educational agencies listed below. The primary leadership role would be that of the State education agency. Added support could come from private sector agencies interested in literacy development.

STATE EDUCATION AGENCY (SEA)	LOCAL EDUCATION AGENCY (LEA)	TEACHER PREPARATION INSTITUTION (TPI)
- Establishes task force in SEA to coordinate emphasis on reading - Conducts State needs assessment - Establishes a State Advisory Council for reading which develops the criteria and a plan for reading in the State - Provides leadership to LEA's and TPI's in developing cooperative and coordinated approach to meeting literacy needs - Provides for training for LEA Right to Read administrators - Provides for technical assistance to LEA's - Provides for dissemination of materials and information - Provides assistance regarding ongoing evaluation	- Receives training provided for by SEA's - Identifies instructional objectives based on assessed needs - Develops instructional program based on assessment, program planning process, and utilizing diagnostic/prescriptive approach - Selects specific materials and instructional approaches - Plans staff development program to meet specific needs of staff members - Obtains assistance from TPI in staff development - Receives technical assistance for program implementation provided for by SEA	- Prepares all preservice elementary teachers in skills of diagnosis and prescription - Prepares all preservice elementary teachers and administrators in the orderly process of needs assessment and program planning - Assists SEA in providing training for LEA Right to Read administrators - Provides staff development for LEA teachers and administrators - Helps provide technical assistance to LEA's in program development and implementation - Assists in helping to translate appropriate research into classroom instruction

The National Right to Read Effort--A Synergistic Approach

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SEA)	LOCAL EDUCATION AGENCY (LEA)	TEACHER PREPARATION INSTITUTION (TPI)
in SEA on ssess- visory ich and a LEA's nated teracy for his- assist- tion of ion garding	- Receives training provided for by SEA's - Identifies instructional objectives based on assessed needs - Develops instructional program based on assessment, program planning process, and utilizing diagnostic/prescriptive approach - Selects specific materials and instructional approaches - Plans staff development program to meet specific needs of staff members - Obtains assistance from TPI in staff development - Receives technical assistance for program implementation provided for by SEA	- Prepares all preservice elementary teachers in skills of diagnosis and prescription - Prepares all preservice elementary teachers and administrators in the orderly process of needs assessment and program planning - Assists SEA in providing training for LEA Right to Read administrators - Provides staff development for LEA teachers and administrators - Helps provide technical assistance to LEA's in program development and implementation - Assists in helping to translate appropriate research into classroom instruction

CHAPTER IV

PROGRAM MANAGEMENT

As is true in any comprehensive program, there are many aspects to program management. Certain aspects of management are the responsibilities of each of the administrative units within the overall Right to Read Effort. These are reflected in the reviewing of individual branch and other program areas. Some aspects of management, however, are of a more encompassing nature and specifically relate to all units of the structure. Such management activities this year have included the title VII task force recommendations, the fiscal plan for 1976, the initiation of a Management Information System, and an evaluation plan. Each of those areas are described in the following pages.

A NEW ADMINISTRATIVE MECHANISM: THE TITLE VII TASK FORCE

The passage of Title VII, Public Law 93-380, The National Reading Improvement Program, and subsequent amendments contained in Public Law 94-194 presented a welcomed administrative challenge to the overall Right to Read Effort. In implementing that law into the overall Right to Read Effort, it was necessary to insure that all aspects of title VII would be closely coordinated and that the results of the projects funded under cooperative research would be utilized in the implementation plan of the new Reading Improvement Program. It was also essential that the most effective use be made of the training and experience of the national Right to Read staff. In order to achieve this overall objective and to facilitate the recommendations of the total staff, it seemed appropriate to establish a title VII task force.

The task force was composed of staff members of the Office of the Director, elected staff representatives and the chiefs from the three branches, and an elective secretarial representative. The group elected a staff member from the Operations Branch to chair the task force, and initial meetings were held in January 1976. The guidelines for the task force operation were defined. These included the method of decision-making which would be adhered to. It was agreed that each staff member in Right to Read would receive an agenda of the task force meeting prior to the meeting and that a copy of the minutes would be distributed to each staff member. Branches were asked to meet between meetings in order to discuss the actions of the previous meeting and to make recommendations for the next meeting.

A series of meetings have been held over the last several months (initially as often as once a week) in which virtually all the major programmatic and administrative provisions contained in Title VII as amended were analyzed. The mission statement was rewritten to better reflect the thrusts of title VII. The new mission statement became the benchmark against which all proposed actions were measured.

All proposals were cross-referenced for consistency with all the other aspects of title VII. National impact projects were selected which had the

potential for further cementing this collaboration among title VII components as well as for impacting significantly on the literacy problem nationwide.

Through the efforts of this task force, the new Director of Right to Read will find a relatively well-developed and coordinated set of plans and activities for the coming months. Though some changes are to be anticipated as the implementation process continues, a basic office-wide approach has been articulated and is becoming operational. A new Management Review System and a general, coordinated Right to Read plan are among the tangible outcomes.

FISCAL YEAR 1976 OBLIGATIONS (ESTIMATED)

The appropriations for fiscal year 1976 reflect an increase of almost 100 percent in programmatic dollars over any previous year's funding. The number of grant awards indicates an increase of 114 percent over those of fiscal year 1975. Seventy percent of the 1976 grantees are being funded for the first time by Right to Read. Nineteen reading academies and 51 State leadership and training grants are continuations.

The fiscal year 1976 obligations for the national Right to Read Effort are listed below.

Activity	Number	Amount
State Leadership Program	56	$ 4,800,000
Reading Improvement Projects	138	7,532,000
Reading Academies	80	5,630,000
National Impact Projects	9	600,000
Special Emphasis Projects	8	1,000,000
Inexpensive Book Distribution	1	4,000,000
Evaluation	1	238,000
TOTAL	293	$ 23,800,000

INITIATION OF A RIGHT TO READ NATIONAL MANAGEMENT INFORMATION SYSTEM (MIS)

The MIS will serve three distinct purposes this year: (1) Help the national office specifically to identify the baseline data necessary to prepare for summative evaluation of all the Right to Read components, (2) allow for the reporting of our progress to the Congress and the public in a sophisticated, coherent manner, and (3) provide the factual basis with which to improve management of Right to Read programs at the Federal, local, and State levels.

All Right to Read projects will file uniform reports on a regularly scheduled basis. These data will be promptly analyzed so that any needed policy changes will occur in a timely manner. Policy changes will be followed by the necessary administrative and programmatic adjustments.

The Right to Read MIS will eventually merge with the Management Information System being planned for the Office of the Commissioner.

EVALUATION

Through the assistance of OE's Office of Planning, Budgeting, and Evaluation (OPBE), Right to Read was able to contract for a third-party evaluation of one program component this year. The 31 State education agencies that have been in Right to Read for more than 2 years were the subject of a process (formative) evaluation which was concluded at the end of June 1976. As soon as the policy implications memorandum (PIM) is received, we can consider any needed programmatic and/or administrative changes that may be appropriate.

Evaluation will be a primary emphasis in all our projects in fiscal year 1977. It is hoped that eventually all projects will conduct annual third-party evaluations as well as longitudinal studies. These efforts will be enhanced by the Management Information System (MIS) which is being developed. The contract to develop the MIS includes the responsibility for conducting a summative evaluation of the National Emphasis Projects.

CHAPTER V

PROGRAM DEVELOPMENT BRANCH

DESCRIPTION

The Program Development Branch is responsible for the dissemination of Right to Read information, providing technical assistance to States and local projects, and carrying out the Special Emphasis Program mandated by section 721 of title VII of Public Law 93-380, as amended by Public Law 94-194.

OBJECTIVES

1. To provide seminars for funded directors to assist them in areas of articulated need related to planning, implementing, evaluating, and disseminating Right to Read concepts, materials, and processes.

2. To provide planned, onsite technical assistance in areas of specified need(s).

3. To collect and/or develop "how-to" support materials related to implementation of the Right to Read strategy.

4. To translate research and promising practices into usable forms and formats for national projects, administrators, classroom teachers, and school support staff.

5. To develop dissemination models/plans/strategies for Right to Read processes and products.

6. To conduct and participate in conference programs on national leadership role.

ACCOMPLISHMENTS

In carrying out the 1975 objectives, the Program Development Branch (PDB) accomplished its regular programmatic responsibilities and the following additional tasks:

1. Developed the following administrative support materials for more effective implementation of branch procedures:

   - PDB technical assistance orientation schedule
   - PDB Handbook
   - PDB Briefing Memo on Branch
   - Technical Assistance Needs Assessment Form
   - Technical Assistance Request Format
   - Field Information Format

2. Published rules and regulations in Federal Register for "Special Reading Projects: Effectiveness of Reading Specialist."

3. Published a "Right to Read Publications Catalog" and developed plans and procedures for the distribution of these publications and media products upon request of interested persons. (The order form from the catalog appears as Appendix B of this report and may be used for ordering many of the materials available through the Right to Read office.)

4. Developed a report form for use in the process of identifying the needs of a project and documenting the services of the technical assistance unit.

5. Collected literacy studies from World War I to the present for charting and analysis.

6. Developed an information retrieval system which identified promising products and practices of Right to Read projects.

7. Consulted on the development of the following Right to Read visual material:

   - Tutor-Training Filmstrips
   - Right to Read Film
   - Chief State School Officer Filmstrip

8. Coordinated and monitored contracts for the following production or research materials:

   - Adult Television Series
   - Gallup Poll--Reading Crisis in America
   - National Assessment of Educational Progress--17-year-old Mini-assessment

CHAPTER VI

PROGRAM OPERATIONS BRANCH

DESCRIPTION

The Program Operations Branch (POB) administers Section 705--"Reading Improvement Projects at the Pre-elementary and Elementary Levels," and Section 724--"State Leadership and Training Projects" of title VII of Public Law 93-380, as amended by Public Law 94-194.

OBJECTIVES

1. To assess and revise monitoring procedures for the State leadership and training programs and school-based projects.

2. To monitor 51 funded State education agencies (SEA's), 20 local education agencies (LEA's), and 34 teacher preparation institutions (TPI's) to ensure compliance to published rules and regulations and provide onsite technical assistance.

3. To provide orientation seminars on the Right to Read strategy and the functions of the Program Operations Branch.

4. To identify and respond to project needs in cooperation with the Program Development Branch through training seminars for directors of State education agencies, local education agencies, and teacher preparation institutions.

5. To assist in the planning and coordination of the Teacher Preparation Program Seminar to assess and evaluate the techniques, processes, and products related to the 2-year projects.

6. To develop specific procedures to most effectively and efficiently communicate with Right to Read State programs, school-based projects, and teacher preparation institutions.

7. To initiate and coordinate closeout procedures for school-based projects and teacher preparation institutions.

8. To write rules and regulations for the State leadership and training projects and reading improvement projects in accordance with title VII, Public Law 93-380, as amended by Public Law 94-194.

9. To screen and review proposals for reading improvement projects and to determine State leadership and training programs and grant awards for fiscal year 1976.

10. To provide technical monitoring of designated national impact projects and to develop Request for Proposals for newly designated ones.

11. To develop and disseminate information and educational materials to enhance the progress of grantees and to provide information to the general public, the Congress, and grantees regarding school-based projects, preservice teacher-preparation projects, State programs, and the title VII--"Reading Improvement and State Leadership and Training Program."

12. To provide information to the general public, the Congress, and grantees relative to the policies and procedures of the national Right to Read office.

13. To represent the national Right to Read Effort in the planning and implementation of conferences, meetings, and other functions.

14. To engage in individual and organizational development activities to increase responsiveness to client needs as well as to further professional growth and development.

ACCOMPLISHMENTS

In addition to the responsibilities mandated by title VII, the Program Operations Branch completed the following tasks:

1. Prepared the materials and procedures for the closeout of 30 school-based projects and 34 teacher-preparation institutions which were initiated under the Cooperative Research Act.

2. Conducted orientation seminars for new State Right to Read directors and subsequent seminars on the implementation of title VII rules and regulations.

3. Assisted the Roy Jefferson Learning Center and the National Football League's representatives in planning and implementing a Right to Read support seminar.

4. Developed the "Request for Proposals" and monitored contracts to produce or publish the following training materials:

   - Right to Read Manual
   - Right to Read Tutor-Training Filmstrip
   - Right to Read Films
   - Right to Read Elementary Principals Training Program
   - State Directors Handbook

5. Developed the "Request for Proposals" and monitored the contract with the International Reading Association for publication of "Report on Effective Reading Practices."

6. Developed the "Request for Proposals" and monitored contracts to produce the following evaluation studies:

- "Evaluation of State Programs"

- "Assessment of Preservice Teacher Preparation Programs"

- "Identification of Promising Practices and Processes."

7. Developed "Request for Proposals" and coordinated activities with the Office of Public Affairs for the production of the Right to Read Bicentennial Posters and the publication of an annual report.

8. Developed the "Request for Proposal" and negotiated a contract for implementing a Right to Read Management Information System in conjunction with the Office of Planning, Budgeting, and Evaluation.

9. Published the rules and regulations for Sections 705 and 724 in the Federal Register.

CHAPTER VII

COMMUNITY BASED BRANCH

DESCRIPTION

The Community Based Branch is responsible for administering section 723, title VII of Public Law 93-380, as amended by Public Law 94-194. This section provides for reading assistance and instruction for inschool as well as out-of-school youths and adults who do not otherwise receive such assistance.

OBJECTIVES

1. To monitor funded reading academy projects to ensure compliance to published rules and regulations.

2. To provide orientation seminars on the background and purpose of the Right to Read Effort and specific functions of the Community Based Branch.

3. To identify particular needs of reading academy projects and coordinate the delivery of technical assistance with the Program Development Branch.

4. To provide assistance for a cooperative effort to involve the private sector in reading projects serving youth and adults.

5. To participate as representatives of the national Right to Read office in conferences, meetings, and other functions relating to both the public and private sectors.

6. To develop and disseminate information and educational material to enhance the progress of reading academy projects.

ACCOMPLISHMENTS

1. Coordinated the orderly closeout of 54 community-based projects which were initiated in July 1972 under various legislative authorizations.

2. Developed and disseminated a brochure on the Reading Academy Program and materials for an International Reading Association bulletin.

3. Planned, coordinated, and made recommendations to the contractor for the development of a volunteer recruitment and tutor-training manual.

4. Monitored and assisted with the development of adult television reading program for the Spanish-speaking.

5. Participated in the drafting, editing, and publishing of the rules and regulations for implementation of section 723 of title VII of Public Law 93-380, as amended by Public Law 94-194.

CHAPTER VIII

NATIONAL IMPACT ACTIVITIES

National Impact Efforts are authorized by the Congress for the purpose of developing and disseminating innovative projects which show promise of impacting significantly on the reading deficiencies of the Nation. The following paragraphs describe current and recent activities carried out under this authority.

RIGHT TO READ MANUAL

A contract has been awarded to The Executive Woman, Inc., to produce a manual which explains the overall strategy, basic components, and the initial and current programmatic thrust of the national Right to Read Effort. This manual, which will provide information on Right to Read products, processes and procedures, is in draft stage, and is expected to be completed by this fall. Dissemination plans have not yet been determined.

RIGHT TO READ TUTOR-TRAINING FILMSTRIPS

Six tutor-training filmstrips were produced and completed under contract to Verve Research Corporation of Bethesda, Md. These six filmstrips, "Overview: On Being a Reading Tutor," "Organizing and Administering Your Tutoring Program," "Talking to Tutors About Tutoring," "Word Attack Skills," "Comprehension Skills," and "Study Skills", which support the Right to Read Tutoring Handbooks, were designed to assist in organizing and administering a tutoring effort in reading for elementary schools. Dissemination plans for these filmstrips are currently being reviewed.

RIGHT TO READ FILM

A Right to Read film, ". . . but everyone I know can read," was completed in December 1975. This film produced under contract by Verve Research Corporation of Bethesda, Md., is designed to inform the public about the Right to Read and to motivate schools, individuals, and groups to participate in the national effort to eliminate illiteracy. Activities are under way to have the film nationally disseminated through an additional contract.

RIGHT TO READ ELEMENTARY PRINCIPALS TRAINING PROGRAM

A contract is to be awarded to Meta-4, a minority business corporation, to produce in audiovisual and print format a series of modules designed to provide training in reading leadership for elementary principals. Former Right to Read technical assistants will be involved in the design and development of this training program. Future plans include dissemination and training through the State leadership and training effort.

STRATEGIES FOR CLASSROOM PROBLEM SOLVING: A SELF-HELP MODEL FOR READING TEACHER

A contract is being planned for the development and field testing of a model for assisting classroom teachers in solving instructional problems in reading.

HANDBOOK FOR ESTABLISHING AN ADULT LITERACY PROJECT

A collaborative effort with the adult education community will produce a handbook which outlines the process of planning, implementing, and evaluating an effective adult education program.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) of 17-YEAR OLDS

A contractor will be responsible for measuring the reading progress of 17-year-old inschool youth through exercises developed by NAEP specifically for this purpose.

PRIVATE SECTOR INVOLVEMENT

Many private agencies within our society are interested in and wish to be supportive of programs which have impact on the literacy needs of our citizens. The national Right to Read Effort has involved a variety of private agencies in the many aspects of the national program. As this involvement continues to expand, there is a need to develop a systematic approach for identifying interested private agencies. The effects of such partnerships will result in a more effective utilization of the human, financial, and material resources available in each State to impact on literacy needs. The strategy being developed will involve the national, State, and local levels of the Right to Read structure in working with the respective components of private agencies. The implementation of this strategy is of major importance for fiscal year 1977.

POSITION PAPERS ON READING AND LITERACY DEVELOPMENT

Right to Read is awarding a contract for the development of position papers covering reading instruction from preschool through the adult levels. These position papers together with a strategy for implementation will be contained in a document made available for national distribution. These papers will also serve as a base for Right to Read's participation in the Bicentennial Conference currently scheduled for January 1977.

CHAPTER IX

THE PRIVATE SECTOR

As indicated in the mission and strategy statement, Right to Read is a national effort for developing and improving the reading skills of all citizens, enabling all citizens to function effectively in our society. As such it is both a legislated program and a coordinated national endeavor for promoting the involvement of all segments of society, both public and private, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read. Success in reaching this Right to Read goal depends greatly on the efforts of private citizens and organizations.

The potential for private sector involvement with Right to Read programs and efforts is unlimited. Many of our current grantees have reached out to involve community organizations and volunteers which have added immeasureably to the success of their programs.

Reading academies utilize the resources of the private sector extensively. They employ a great number of volunteers who assist in identifying and recruiting program participants and provide instructional support for the program. In many cases reading academies cooperate directly with churches, businesses,and local community organizations by developing satellite academies within the facilities of these institutions and agencies. These satellites offer easy access to those who experience reading difficulties and provide excellent tutoring and related services for participants.

The Right to Read Summer is an excellent example of a program initiated at the national office. It involves many private organizations in volunteer efforts to provide reading programs in their local communities.

There is presently a concerted effort on the part of the national office, State Right to Read directors, and representatives from industry to develop State and local strategies for cooperative relations between the public and private sectors. At the national office of Right to Read, contracts to support literacy development will be made with national organizations and institutions. Model projects will be offered to the State directors of Right to Read and local directors so that eventually private sector organizations will have the opportunity of working cooperatively in Right to Read programs. The goal is to arrange for people from all walks of life to work together at the State and local levels in developing a synergistic approach for total community involvement in the eradication of illiteracy.

CHAPTER X

THE RIGHT TO READ SUMMER

The Right to Read Summer, a facet of the national Right to Read Effort, is a nationwide, nonfederally funded, voluntary endeavor in local communities to sponsor projects for reading improvement and enjoyment over the summer months. It is designed to provide a wide variety of activities to motivate children, youth, and adults to read. It is also designed to open the world of books to those who have special needs in reading.

The Right to Read Summer provides an excellent opportunity to involve organizations or institutions in developing activities for summer reading projects. Examples of organizations and institutions that have conducted successful reading programs:

- schools
- libraries
- school-based adult programs
- private groups:
  - churches
  - business
  - industry
- service organizations
- institutions:
  - juvenile institutions
  - penal institutions
  - hospitals
  - rest homes
  - etc.

The national Right to Read office in Washington, D.C., awards certificates, signed by the U.S. Commissioner of Education and the Director of Right to Read, to Right to Read summer sponsors and volunteers. A Certificate of Affiliation is awarded to sponsors and volunteers for services provided to a Right to Read Summer Project. A Certificate of Recognition is awarded to sponsors and volunteers for providing outstanding contributions--including materials, donations, and facilities, as well as exemplary services--to a Right to Read Summer Project.

During the summer of 1975, 88 Right to Read summer programs were conducted at the local level. Eighty-four of the programs were conducted by school districts, 3 by organizations, and 1 by a State department of education.

To prepare for the summer of 1976 the national office distributed 6,000 copies of the brochure "Join Us in Making This a Successful Right to Read Summer" and the manual "How You Can Be a Part of the Right to Read Summer." Instead of sending notices of this program to superintendents of local districts as was the case last year, the national office utilized the services of State directors to disseminate program information and act as liaison officers for processing certificates and promoting the program. Early results indicate that the extent of the Right to Read Summer far surpassed program expectations at the national level and exceeded extensively the involvement of a year ago.

CHAPTER XI

THE INEXPENSIVE BOOK DISTRIBUTION PROGRAM

Under Public Law 94-194, Section 726 (The Inexpensive Book Distribution Program), the U.S. Commissioner of Education is required to issue a contract to a private nonprofit group or public agency to provide an inexpensive book distribution program. The purpose of this contract will be to provide reading motivation programs which include the distribution of books by gift, loan, or sale at a nominal price to children in pre-elementary, elementary, or secondary schools. The contractor will establish subcontracts with private nonprofit groups or public agencies that agree to establish, operate, and provide the non-Federal share of the cost of reading motivation programs. The Right to Read office in administering this contract will determine if book publishers and distributors have made reasonable discounted prices available to the contractor or subcontractors. Further, the contract will include conditions and standards set by the Commissioner which he determines to be necessary to assure the effectiveness of the programs authorized under section 726 of title VII. The contractor will also provide technical assistance to the subcontractors who will be engaged in the process of establishing, operating, and providing the non-Federal share of the cost of reading motivational programs.

The process of awarding a contract under this authority is currently under way, and it is anticipated that the inexpensive book distribution program will become operational in the fall of 1976.

CHAPTER XII

LEADERSHIP AND PROFESSIONAL DEVELOPMENT ACTIVITIES

The Office of the Director and each branch has participated in numerous development activities during the course of the year. Such activities have included seminars or workshops in:

- Government Contracting and Regulatory Writing
- Public Administration
- Management for Women Executives
- Administration, Supervision, and Management
- Problem Analysis and Decisionmaking for Executives and Managers
- Organization and Development Skills for Curriculum Workers

The secretarial staff have also participated in training and development programs. These have included seminars of a short term nature, 2 week courses, and several courses leading to college credit.

The professional staff of the national Right to Read office have assisted in the planning and implementation of, and have made presentations before, a number of national conferences during the year. These have included:

- International Literacy Day
- National Right to Read Conference
- National Council for the Teachers of English
- Council of Chief State School Officers
- American Association of School Administrators
- International Reading Association
- National Conference for Black Administrators
- World Congress on Reading
- National Association for Post Secondary Education
- Association for Childhood Education
- Interamerican Literacy Foundation

In addition, the staff participated in State-sponsored seminars, workshops, and conferences in almost 50 percent of the States.

The Right to Read exhibit has been utilized widely, and numerous requests for the display have been denied due to a restricted travel and expense budget. The following information summarizes the major impact of the exhibit.

CONFERENCE	NUMBER WHO * VIEWED EXHIBIT	NUMBER OF PIECES OF INFORMATION DISTRIBUTED	RESPONSES TO INQUIRIES
International Literacy Day, 9/8/75 Washington, D.C.	1,000	2,400	N/A
NAPCAE, Nov. 1975 Chicago, Ill.	1,200	2,400	250
NCTE, Nov. 1975 San Diego, Calif.	4,000	9,000	200
AASA, Feb. 1975 Atlantic City, N.J.	12,000	15,000	800
ASCD, Mar. 1976 Miami Beach, Fla.	8,000	12,000	500
IRA, May 1976 Anaheim, Calif.	10,000	15,000	700
PTA, May 1976 Louisville, Ky.	1,600	5,600	200
TOTAL	37,800	61,400	2,650

*Numbers are approximated.

APPENDIXES

A.- Title VII Legislation

PUBLIC LAW 93-380
TITLE VII--NATIONAL READING IMPROVEMENT PROGRAM
As amended by Public Law 94-194

STATEMENT OF PURPOSE

SEC. 701. It is the purpose of this title--

(1) to provide financial assistance to encourage State and local educational agencies to undertake projects to strengthen reading instruction programs in elementary grades;

(2) to provide financial assistance for the development and enhancement of necessary skills of instructional and other educational staff for reading programs;

(3) to develop a means by which measurable objectives for reading programs can be established and progress toward such objectives assessed;

(4) to develop the capacity of preelementary school children for reading, and to establish and improve preelementary school programs in language arts and reading; and

(5) to provide financial assistance to promote literacy among youth and adults.

PART A--READING IMPROVEMENT PROJECTS

PROJECTS AUTHORIZED

SEC. 705. (a) (1) The Commissioner is authorized to enter into agreements with either State educational agencies or local educational agencies, or both, for the carrying out by such agencies, in schools having large numbers of a high percentage of children with reading deficiencies, of projects involving the use of innovative methods, systems, materials, or programs which show promise of overcoming such reading deficiencies.

(2) The Commissioner is further authorized to enter into agreements with State eduacational agencies, local educational agencies, or with nonprofit educational or child care institutions for the carrying out by such agencies and institutions, in areas where such schools are located, of such projects for preelementary school children. Such projects are to be instituted in kindergartens, nursery schools, or other preschool institutions.

(3) (A) Notwithstanding the requirements of paragraphs (b) through (g) of this section, the Commissioner is authorized to enter into agreements pursuant to this paragraph during the fiscal year 1976 and the period beginning July 1, 1976 through September 30, 1976, with State educational agencies for the carrying out by such agencies of leadership and training activities designed

to prepare personnel throughout the State to conduct projects which have been demonstrated in that State or in other States to be effective in overcoming reading deficiencies. These activities shall be limited to

(i) assessments of need, including personnel needs, relating to reading problems in the State,

(ii) inservice training for local reading program administrators and instructional personnel, and

(iii) provision of technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit agencies.

(B) Not to exceed $5,300,000 of any sums appropriated pursuant to subsection (a) of section 732 for the fiscal year 1976, and for the period from July 1, 1976 through September 30, 1976, may be used for carrying out this paragraph.

** The amendment made by paragraph (1) of this subsection shall take effect on October 1, 1976.*

*** Section 705 (a) (3) of the Education Amendments of 1976 as added by subsection (a) of this section is repealed effective September 30, 1976.*

(b) No agreement may be entered into under this part, unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. (Each such application shall set forth a reading program which provides for--) *Each such application shall set forth a reading program which provides for the following (except that the requirements contained in paragraphs (4) and (13) shall be met to the extent practicable)--*

(1) diagnostic testing designed to identify preelementary and elementary school children with reading deficiencies, including the identification of conditions which, without appropriate other treatment, can be expected to impede or prevent children from learning to read;

(2) planning for and establishing comprehensive reading programs;

(3) reading instruction for elementary school pupils whose reading achievement is less than that which would normally be expected for pupils of comparable ages and in comparable grades of school;

(4) preservice training programs for teaching personnel including teacher-aides and other ancillary educational personnel, and in-service training and development programs, where feasible, designed to enable such personnel to improve their ability to teach students to read;

(5) participation of the school faculty, school board members, administration, parents, and students in reading-related activities which stimulate an interest in reading and are conducive to the improvement of reading skills;

(6) parent participation in development and implementation of the program for which assistance is sought;

** Ref. Sec. 732 (e), authorization of funds for state leadership and training projects for fiscal years 1976 and 1978.*

*** $5,300,000 "set aside" for fiscal year 1976 is only for the current fiscal year. Appropriations will be necessary for succeeding years.*

(7) local educational agency school board participation in the development of programs;

(8) periodic testing in programs for elementary school children on a sufficiently frequent basis to measure accurately reading achievement, and for programs for preelementary school children a test of reading proficiency at the conclusion, minimally, of the first-grade program into which the nursery and kindergarten programs are integrated;

(9) publication of test results on reading achievement by grade level, and where appropriate, by school, without identification of achievement of individual children;

(10) availability of test results on reading achievement on an individual basis to parents or guardians of any child being so tested;

(11) participation on an equitable basis by children enrolled in nonprofit private elementary schools in the area to be served (after consultation with the appropriate private school officials) to an extent consistent with the number of such children whose educational needs are of the kind the program is intended to meet;

(12) the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability;

(13) appropriate involvement of leaders of the cultural and educational resources of the area to be served, including institutions of higher education, nonprofit private schools, public and private nonprofit agencies such as libraries, museums, educational radio and television, and other cultural and education resources of the community; and

(14) assessment, evaluation, and collection of information on individual children by teachers during each year of the preelementary program, to be made available for teachers in the subsequent year, in order that continuity for the individual child not be lost;

(c) Each such applicant, (in addition to meeting the requirements of subsection (b)) *in addition to meeting the requirements of subsection (b), except for paragraphs (4) and (13) thereof,* shall provide assurances that--

(1) appropriate measures have been taken by the agency to analyze the reasons why elementary school children are not reading at the appropriate grade level;

(2) the agency will develop a plan setting forth specific objectives which shall include the goals of having the children in project schools reading at the appropriate grade level at the end of grade three; and

(3) whenever appropriate, sufficient measures will be taken to coordinate each preelementary reading program with the reading program of the educational agencies or institutions *at* which such preelementary school children will be next in attendance.

(d) No grant may be made under this part unless the application for such grant provides assurances that the provisions of this subsection are met. Each State educational agency shall--

(1) establish an advisory council on reading appointed by such agency which shall be broadly representative of the education resources of the State and of the general public, including persons representative of--

(A) public and private nonprofit elementary and secondary schools,

(B) institutions of higher education,

(C) parents of elementary and secondary school children, and

(D) areas of professional competence relating to instruction in reading, and

(2) authorize the advisory council established under clause (1) to receive and designate priorities among applications for grants under this section in that State, if--

(i) that State educational agency desires to receive a grant under this part, or

(ii) any local educational agency of that State desires to receive a grant under this part, and notifies the State educational agency concerned, or

(iii) in the case of a preelementary school program any nonprofit educational agency or child care institution in that State desires to receive a grant under this part, and notifies the State educational agency concerned.

(e) (No agreement may be entered into under this part unless the application submitted to the Commissioner--

(1) has first been approved by the State educational agency, and

(2) is accompanied by assurances that such agency will supervise compliance by the local educational agency will supervise the requirements set forth in subsection (b) of this section.)

No agreement may be entered into under this part unless the application submitted to the Commissioner has first been approved by the State educational agency.

(f) The Commissioner may approve any application submitted under this part which meets the requirements of subsections (b), (c), (d), and (e). In approving such applications, the Commissioner may not use any panel (other than employees of the Office of Education) for the purpose of such approval.

(g) In approving applications under this part the Commissioner shall, to the maximum extent feasible, assure an equitable distribution of funds throughout the United States and among urban and rural areas. Not more than 12 ½ percent of the funds expended under this part in any fiscal year may be expended in any State in that year.

(h) From the sums appropriated for the purposes of this part for any fiscal year, the Commissioner may pay to each State educational agency, in addition to any amounts paid to such agency pursuant to subsection (a) of this section, the amount necessary to meet the

costs of carrying out its responsibilities under this section, including the costs of the advisory council required to be established pursuant to subsection (d). However, such amount may not exceed 1 per centum of the total amount of grants under this part made within the State for that fiscal year.

PART B--STATE READING IMPROVEMENT PROGRAMS

STATEMENT OF PURPOSE

SEC. 711. It is the purpose of this part to provide financial assistance to the States to enable them--

(1) to provide financial assistance for projects designed to facilitate reaching the objectives of this title;

(2) to develop comprehensive programs to improve reading proficiency and instruction in reading in the elementary schools of the State;

(3) to provide State leadership in the planning, improving, execution, and evaluation of reading programs in elementary schools; and

(4) to arrange for and assist in the training of special reading personnel and specialists needed in programs assisted under this title.

APPLICABILITY AND EFFECTIVE DATE

SEC. 712. (a) The provisions of this part shall become effective only in any fiscal year in which appropriations made pursuant to section 732 (a) exceed $30,000,000 and then only with respect to the amount of such excess.

(b) The provisions of this part shall be effective on and after the beginning of fiscal year 1976.

ALLOTMENTS TO STATES

SEC. 713. (a) (1) From the sums appropriated pursuant to section 732(a) for each fiscal year which are available for carrying out this part, the Commissioner shall reserve such amount, but not in excess of 1 per centum of such sums, as he may determine, and shall apportion such amount to Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title. Of the remainder of such sums, he shall allot an amount to each State which bears the same ratio to the amount available for allotment as the number of school age children (aged 5 to 12) in each such State bears to the total number of such children in all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him. The allotment of a State which would be less than $50,000 under the preceding

sentence shall be increased to $50,000, and the total of the increases thereby required shall be derived by proportionately reducing the allotments to the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotments to any such remaining States from being reduced to less than $50,000.

(2) For the purpose of this section the term "State" includes the District of Columbia and the Commonwealth of Puerto Rico.

(b) The amount allotted to any State under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallotment from time to time, on such dates during that year as the Commissioner may fix, to other States in proportion to the amounts originally allotted among those States under subsection (a) for that year, but with the proportionate amount for any of the other States being reduced to the extent it exceeds the sum the Commissioner estimates the local educational agencies of such State need and will be able to use for that year; and the total of these reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection from funds appropriated pursuant to section 732 for any fiscal year shall be deemed part of the amount allotted to it under subsection (a) for that year.

AGREEMENTS WITH STATE EDUCATIONAL AGENCIES

SEC. 714. (a) Any State which desires to receive grants under this part shall, through its State educational agency, enter into an agreement with the Commissioner, in such detail as the Commissioner deems necessary, which--

(1) designates the State educational agency as the sole agency for administration of the agreement;

(2) provides for the establishment of a State advisory council on reading, appointed by the State educational agency, which shall be broadly representative of the educational resources of the State and of the general public, including persons representative of--

(A) public and private nonprofit elementary school children, and

(B) institutions of higher education,

(C) parents of elementary school children, and

(D) areas of professional competence relating to instruction in reading,

to advise the State educational agency on the formulation of a standard of excellence for reading programs in the elementary schools and on the preparation of, and policy matters arising in the administration of, the agreement (including the criteria for approval of applications for assistance under such agreement) and in the evaluation of results of the program carried out pursuant to the agreement;

(3) describes the reading programs in elementary schools for which assistance is sought under this part and procedures for giving priority to reading programs which are already receiving Federal financial assistance and show reasonable promise of achieving success;

(4) sets forth procedures for the submission of applications by local educational agencies within that State, including proedures for an adequate description of the reading programs for which assistance is sought under this part;

(5) sets forth criteria for achieving an equitable distribution of that part of the assistance under this part which is made available to local educational agencies pursuant to the second sentence of subsection (b) of this section, which criteria shall--

(A) take into account the size of the population to be served, beginning with preschool, the relative needs of pupils in different population groups within the State for the program authorized by this title, and the financial ability of the local educational agency serving such pupils,

(B) assure that such distribution shall include grants to local educational agencies having high concentrations of children with low reading proficiency, and

(C) assure an equitable distribution of funds among urban and rural areas;

(6) sets forth criteria for the selection or designation and training of personnel (such as reading specialists and administrators of reading programs) engaged in programs assisted under this part, including training for private elementary school personnel, which shall include qualifications acceptable for such personnel;

(7) provides for the coordination and evaluation of programs assisted under this part;

(8) provides for technical assistance and support services for local educational agencies participating in the program;

(9) makes provision for the dissemination to the educational community and the general public of information about the objectives of the program and results achieved in the course of its implementation;

(10) provides for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to evaluate the effectiveness of the program and to carry out his other functions under this title;

(11) provides that not more than 5 per centum of the amount allotted to the State under section 713 for any fiscal year may be retained by the State educational agency for purposes of administering the agreement; and

(12) provides that programs assisted under this part shall be of sufficient size, scope, and quality so as to give reasonable promise of substantial progress toward achieving the purposes of this title.

(b) Grants for projects to carry out the purposes of this part may be

made to local educational agencies (subject to the provision of subsection (e) relating to the participation of private elementary and secondary school pupils), institutions of higher education, and other public and nonprofit private agencies and institutions. Not less than 60 per centum of the amount allotted to a State under section 713 for any fiscal year shall be made available by the State for grants to local educational agencies within that State.

(c) The Commissioner shall enter into an agreement which complies with the provisions of subsection (a) with any State which desires to enter into such an agreement.

(d) The Commissioner's final action with respect to entering into an agreement under subsection (a) shall be subject to the provisions of section 207 of the Elementary and Secondary Education Act of 1965, relating to judicial review.

(e) The provisions of section 141A of the Elementary and Secondary Education Act of 1965 relating to the participation of children enrolled in private elementary and secondary schools shall apply to programs assisted under this part.

(f) The functions of the State advisory council on reading, required to be established by subsection (a) (2) of this section, may be carried out by the State advisory council created pursuant to section 705 (d) (1).

PART C--OTHER READING IMPROVEMENT PROGRAMS

SPECIAL EMPHASIS PROJECTS

SEC. 721. (a) The Commissioner is authorized to contract with local educational agencies for special emphasis projects to determine the effectiveness of intensive instruction by reading specialists and reading teachers. Each such project should provide for--

(1) the teaching of reading by a reading specialist for all children in the first and second grades of an elementary school and the teaching of reading by a reading specialist for elementary school children in grades three through six who have reading problems; and

(2) an intensive vacation reading program for elementary school children who are found to be reading below the appropriate grade level or who are experiencing problems in learning to read.

(b) No contract may be entered into under this section unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. Each such application shall provide assurances that--

(1) the provisions of section 705 (b) *and (c)* are met; and

(2) the State educational agency has certified that individuals employed as reading specialists and reading teachers meet the requirements of subsections (e) and (f).

(c) No contract may be entered into under this section unless the project has been approved by the State educational agency.

(d) The Commissioner is authorized to enter into at least one arrangement with a local educational agency for a districtwide project conducted in all schools of such agencies. In selecting the districtwide project, the Commissioner shall give priority to an application from a local educational agency if the Commissioner finds that--

(1) the local educational agency will give credit for any course to be developed for reading teachers or reading specialists under section 722 and will encourage participation by the teachers of such agency in the training;

(2) the local public educational television station will present or distribute, in the event supplementary noncommercial telecommunication is utilized, any course to be developed under section 722 at an hour convenient for the viewing by elementary school teachers, and, if possible, at a time convenient for such teachers to take the course, as a group, at the elementary school where they teach, and

(3) the local educational agency will make arrangements with the appropriate officials of institutions of higher education to obtain academic credit for the completion of such a course.

(e) In any project assisted under this section a reading teacher may be used in lieu of a reading specialist, if the Commissioner finds that the local educational agency participating in a reading emphasis project is unable to secure individuals who meet the requirements of a reading specialist and if such reading teacher is enrolled or will enroll in a program to become a reading specialist. A regular elementary teacher may be used in lieu of a reading teacher if the Commissioner finds that the local educational agency participating in a reading emphasis project is unable to secure individuals who meet the requirements of the reading teacher, and if such regular elementary teacher is enrolled or will enroll in a program to become a reading teacher.

(f) For the purpose of this section and section 722 the term--

(1) "reading specialist" means an individual who has a master's degree, with a major or specialty in reading, from an accredited institution of higher education and has successfully completed three years of teaching experience, which includes reading instruction, and

(2) "reading teacher" means an individual, with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses of the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which includes reading instruction.

READING TRAINING ON PUBLIC TELEVISION

SEC. 722. (a) The Commissioner is authorized, through grants or contracts, to enter into contractual arrangements with institutions of higher education, public or private agencies or organizations, and individuals for--

(1) the preparation, production, evaluation, and distribution for use on public educational television stations of courses for elementary school teachers who are or intend to become reading teachers or reading specialists; and

(2) the preparation and distribution of informational and study course material to be used in conjunction with any such course.

(b) In carrying out the provisions of this section the Commissioner shall consult with recognized authorities in the field of reading, specialists in the use of the communications media for educational purposes, and with the State and local educational agencies participating in projects under this title.

READING ACADEMIES

SEC. 723. (a) The Commissioner is authorized to make grants to and to enter into contracts with State and local educational agencies, institutions of higher education, community organizations and other nonprofit organizations, having the capacity to furnish reading assistance and instruction to *in-school as well as out-of-school* youths and adults who do not otherwise receive such assistance and instruction.

(b) Grants made and contracts entered into under this section shall contain provisions to assure that such reading assistance and instruction will be provided in appropriate facilities to be known as "reading academies".

STATE LEADERSHIP AND TRAINING PROJECTS

SEC. 724. The Commissioner is authorized to enter into agreements pursuant to this section with State educational agencies for the carrying out by such agencies of leadership and training activities designed to prepare personnel throughout the State to conduct projects which have been demonstrated in that State or other sStates to be effective in overcoming reading deficiencies. The activities authroized by this section shall be limited to--

(1) assessments of need, including personnel needs, relating to reading problems in the State,

(2) inservice training for local reading program administrators and instructional personnel, and

(3) provision of technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit agencies.

NATIONAL IMPACT READING PROGRAMS

SEC. 725. ((a)) The Commissioner is authorized to carry out, either directly or through grants or contracts,

(1) innovation and development projects and activities of national significance which show promise of having a substantial impact in overcoming reading deficiencies in children, youths, and adults through incorporation into ongoing State and local educational systems throughout the Nation, and

(2) dissemination of information related to such programs.

((b) Not to exceed $600,000 of any sums appropriated pursuant to subsection (a) of section 732 for the fiscal year 1976, and for the period from July 1, 1976 through September 30, 1976, may be used for carrying out this section.)

**In the above section (Sec. 725), the amendment striking out "(a)" after the section designation and striking out subsection (b) of such section shall take effect on September 30, 1976.*

INEXPENSIVE BOOK DISTRIBUTION PROGRAM FOR READING MOTIVATION

SEC. 726. (a) The Commissioner is authorized

(1) to enter into a contract with a private nonprofit group or public agency (hereinafter in this section referred to as the 'contractor'), which has as its primary purpose the motivation of children to learn to read, to support and promote the establishment of reading motivational programs which include the distribution of inexpensive books to students and

(2) to pay the Federal share of the cost of such programs.

(b) This contract shall provide that--

(1) the contractor will enter into subcontracts with local private nonprofit groups or organizations or with public agencies (hereinafter referred to as 'subcontractors') under which the subcontractors will agree to establish, operate, and provide the non-Federal share of the cost of reading motivational programs which include the distribution of books by gift, loan, or sale at a nominal price to children in preelementary, elementary, or secondary schools;

(2) funds made available by the Commissioner to a contractor pursuant to any contract entered into under this section will be used to pay the Federal share of the cost of establishing and operating reading motivational programs as provided in paragraph (1);

(3) the contractor will meet such other conditions and standards as the Commissioner determines to be necessary to assure the effectiveness of the programs authorized by this section and will provide technical assistance in furtherance of the purposes of this section.

(c) The Commissioner shall make no payment of the Federal share of the cost of acquiring and distributing books pursuant to a contract

** Ref. Sec. 732 (f), authorization of funds for National Impact Reading Programs for fiscal years 1977 and 1978.*

authorized by this section unless he determines that the contractor or the subcontractor, as the case may be, has made arrangements with book publishers or distributors to obtain books at discounts at least as favorable as discounts that are customarily given by such publisher or distributor for book purchases made under similar circumstances in the absence of Federal assistance.

(d) For purposes of this section--

(1) the term 'nonprofit', when used in connection with any organization, means an organization no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual;

(2) the term 'Federal share' means, with respect to the cost of books purchased by a local private nonprofit group, organization, or public agency for a program in a locality for distributing such books to schoolchildren in that locality, 50 per centum of the cost of that agency or group or organization for such books for such program;

(3) the term 'preelementary school' means a day or residential school which provide pre-elementary education, as determined under State law, except that such term does not include education for children who have not attained three years of age;

(4) the term 'elementary school' has the same meaning as provided in section 801 (c) of the Elementary and Secondary Education Act of 1965; and

(5) the term 'secondary school' has the same meaning as provided in section 801 (h) of the Elementary and Secondary Education Act of 1965.

PART D--GENERAL PROVISIONS

EVALUATION

SEC. 731. (a) The Commissioner shall submit an evaluation report to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives not later than (March 31) *February 1*, in each fiscal year ending prior to fiscal year 1979. Each such report shall--

(1) contain a statement of specific and detailed objectives for the program assisted under the provisions of this title;

(2) include a statement of the effectiveness of the program in meeting the stated objectives, measured through the end of the preceding fiscal year;

(3) make recommendations with respect to any changes or additional legislation deemed necessary or desirable in carrying out the program;

(4) contain a list identifying the principal analyses and studies supporting the major conclusions and recommendations contained in report; and

(5) contain an annual evaluation plan for the program through the ensuing fiscal year for which the budget was transmitted to Congress by the President, in accordance with section 201 (a) of the Budget and Accounting Act, 1921.

(b) From the sums appropriated pursuant to section 732 for any fiscal year, the Commissioner may reserve such amount, not in excess of 1 per centum of such sums, as he deems necessary for evaluation, by the Commissioner or by public or private nonprivate agencies, of programs assisted under this title.

AUTHORIZATION OF APPROPRIATIONS

SEC. 732. (a) There are authorized to be appropriated to carry out the provisions of parts A and B of this title $30,000,000 for the fiscal year ending June 30, 1975, $82,000,000 for the fiscal year ending June 30, 1976, $88,000,000 for the fiscal year ending June 30, 1977, and $93,000,000 for the fiscal year ending June 30, 1978.

(b) There are authorized to be appropriated to carry out the provisions of section 721, relating to special emphasis projects, $15,000,000 for the fiscal year ending June 30, 1975, $20,000,000 for the fiscal year ending June 30, 1976, and $25,000,000 for each of the fiscal years ending June 30, 1977 and 1978.

(c) There are authorized to be appropriated for the purpose of carrying out section 722, relating to reading training on public television, $3,000,000 for the fiscal year ending June 30, 1975. Sums appropriated pursuant to this subsection shall remain available for obligation and expenditure through the succeeding fiscal year.

(d) There are authorized to be appropriated to carry out the provisions of section 723, relating to reading academies, $5,000,000 for the fiscal year ending June 30, 1975, $75,500,000 for the fiscal year ending June 30, 1976, and $10,000,000 for each of the fiscal years ending June 30, 1977 and 1978.

(e) There are authorized to be appropriated to carry out the provisions of section 724, relating to State leadership and training projects, $6,400,00 each for the fiscal year ending September 30, 1977, and for the succeeding fiscal year.

(f) There are authorized to be appropriated to carry out the provisions of section 725, relating to national impact reading programs, $800,000 each for the fiscal year ending September 30, 1977 and for the succeeding fiscal year.

(g) There are authorized to be appropriated to carry out the provisions of section 726, relating to inexpensive book distribution programs for reading motivation, $4,000,000 for the fiscal year ending June 30, 1976, and $9,000,000 for each of the following two fiscal years. Under such conditions as the Commissioner determines to be appropriate, not to exceed 10 per centum of the amounts

appropriated for each fiscal year shall be available for a contract from the Commissioner to the contractor designated under section 726 for technical assistance under subsection (b) (3) of section 726 to carry out the provisions of such section.

ACCEPTANCE OF GIFTS

SEC. 733. Notwithstanding the provisions of section 408 (a) (3) of the General Education Provisions Act, the Commissioner may accept on behalf of the United States, gifts or donations made with or without conditions of services, money or property (real, personal, or mixed; tangible or intangible) made for any activities authorized to be carried out by such agency under the authority of this title.

Public Law 93-380 Approved August 21, 1974.
Public Law 94-194 Approved December 31, 1975.

Transcription and Synthesis:

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